



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

**Tynwydd Primary School
Greenfield
Newbridge
NP11 4QZ**

Date of inspection: February 2015

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 date: 16/04/2015

Context

Tynewydd Primary School is in Newbridge in the Caerphilly local authority. The school has 281 pupils, including 38 pupils who attend the nursery on a part-time basis. There are nine classes, eight of which are mixed-age groups.

Around 14% of pupils are eligible for free school meals, which is below the local and national averages. The school identifies 21% of pupils as having additional learning needs, which is around the national average. A very few pupils have statements of special education needs. Nearly all pupils are white British and have English as their first language. A very few pupils speak English as an additional language. No pupils speak Welsh as their first language at home.

The headteacher took up her post in September 2011. The school's last inspection was in 2009.

The individual school budget per pupil for Tynewydd Primary School in 2014-2015 means that the budget is £2,913 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. Tynewydd Primary School is 54th 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	Good

Current performance

The school's current performance is good because:

- Nearly all pupils make good progress and achieve high standards
- Nearly all pupils have a positive attitude to their learning and show high levels of engagement in their work
- The school has made very good progress in improving the attendance of pupils eligible for free school meals
- Teachers prepare lessons that engage pupils' interest and these link purposefully to others areas of the curriculum
- The school has an inclusive Welsh ethos that promotes successfully pupils' understanding of their Welsh heritage
- A stimulating environment supports effective teaching and learning

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has high expectations of staff and pupils and provides a clear sense of direction for the school's work
- Governors understand the school's strengths and areas for improvement and they provide appropriate levels of challenge
- The school identifies accurately areas for improvement and makes good progress towards their achievement
- Governors allocate funds appropriately to support national and school priorities
- Partnerships with parents, other schools and institutions are effective and have a positive effect on pupils' achievements and wellbeing

Recommendations

- R1 Improve pupils' ability to write at length across a range of curriculum areas
- R2 Increase opportunities for pupils to develop independence and creativity in their learning
- R3 Ensure that senior managers and governors are involved at all stages of self-evaluation and planning for improvement

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the nursery with skill levels below those expected for their age in literacy and numeracy. By the time pupils leave in Year 6, nearly all make good progress and achieve high standards.

Throughout the school, nearly all pupils listen attentively to one another and to adults. By the end of the Foundation Phase, many pupils speak enthusiastically and purposefully when creating their ideas, and they answer questions with appropriate detail. Most pupils, by the end of key stage 2, express their opinions clearly, with a majority using considered and careful vocabulary. They have good communication skills and many discuss topics confidently with their teachers and their peers. They become increasingly confident in contributing ideas, asking questions and talking purposefully.

By the end of the Foundation Phase, most pupils read with good understanding and expression. They use an effective range of strategies to read unfamiliar text. Most talk about their favourite authors enthusiastically and name their favourite books. However, only a minority use a contents page with confidence when retrieving information. In key stage 2, many read accurately and confidently. They discuss characters from the books they read and respond with maturity to the contents. Many use higher order reading skills well, such as skimming text to gain information to support their work.

By the end of the Foundation Phase, most pupils' written work develops well. They make good progress in spelling and punctuation, and use an increasing range of vocabulary. Most write appropriately for a range of purposes and audiences, for example when they use the school's outdoor environment as a stimulus for writing traditional folk tales. Most pupils use their literacy skills effectively in other areas of the curriculum, for example when writing recipes for traditional foods as part of a European educational project. By the end of key stage 2, more able pupils often write in an interesting and engaging way. For instance, many pupils show great understanding and empathy when writing poems in response to commemorations of the First World War. Most pupils structure their writing well, pay good attention to punctuation and use paragraphs correctly to present ideas coherently to the reader. Nearly all pupils make good use of their writing skills to support their work in a range of curriculum areas, although pupils do not make sufficient use of their skills to write at length.

By the end of the Foundation Phase, most pupils make good progress in developing their numeracy skills. Many add two-digit numbers competently and have a good understanding of place value. Most record information appropriately in simple tally charts, Carroll and Venn diagrams. By the end of key stage 2, most pupils can extract and interpret information presented in tables and lists, and construct and interpret bar charts and pictograms competently. For example, during work on the First World

War, most pupils were able to extract information on the number of soldiers killed in action from the Newbridge area. They used suitable criteria to classify this and then collated the information in a variety of graphical representations.

Nearly all pupils in the Foundation Phase make good progress in learning Welsh words and phrases and combine them effectively when speaking in basic sentences. They respond well to their teachers when they give instructions in Welsh and frequently use simple Welsh phrases and greetings effectively.

Many pupils in key stage 2 have a good command of Welsh vocabulary that they use in a range of contexts in classes and around the school. Many speak Welsh clearly and with increasing fluency and use present, past and future tenses appropriately. Nearly all pupils make good progress with their writing in Welsh and, by the end of key stage 2, most pupils write well in simple sentences, using established patterns and appropriate vocabulary. Many pupils read simple Welsh books fluently and with good understanding.

Over the last three years, pupils' performance in the Foundation Phase at the expected and the higher-than-expected levels has placed the school in the higher 50% or top 25% of similar schools for literacy and mathematical development.

In key stage 2, at the expected level 4, performance has generally placed the school in the higher 50% in all three subjects when compared with similar schools over a four year period. At the higher level 5, performance in all three subjects has improved over the same period. Performance has risen, moving the school from the lower 50% of similar schools to higher 50% or top 25% for the last three years.

Pupils eligible for free school meals perform as well their peers both the Foundation Phase and key stage 2.

Wellbeing: Good

Nearly all pupils understand the importance of a healthy diet and regular exercise in becoming and staying healthy. Most eat healthy snacks and enjoy participating in ball games at break time. Many pupils participate enthusiastically in the extensive range of extra-curricular sporting and cultural activities. Nearly all pupils in the Foundation Phase take part in daily physical activities each afternoon. They develop good social and physical skills as a result. Nearly all pupils enjoy coming to school and feel safe there. They confidently tell an adult, should they have any worries or concerns.

Nearly all pupils have a very positive attitude to their learning and show high levels of engagement in their work. They show care and concern for others and are confident when working in groups. Nearly all pupils are polite and courteous in lessons and around the school. They speak respectfully to adults and to one another, and are very welcoming to visitors.

The school's attendance rates show a rising trend over the last three years when compared with those of similar schools. There are effective procedures in place to improve attendance and there has been a notable improvement in the attendance of pupils eligible for free school meals since 2011. Nearly all pupils arrive punctually at the start of the school day.

Many pupils have appropriate opportunities to express their opinions and to influence aspects of school life. The school council meets regularly and its contribution to the school is developing. Members of the school council and eco-committee have targets to implement positive change around the school and they raise money for a number of charities such as the British Heart Foundation and Comic Relief.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Nearly all teachers collaborate well to plan an engaging and imaginative curriculum that meets the needs of all pupils. The school provides good opportunities to enhance the curriculum through an interesting programme of visits and visitors to the school. These include visits within the local area and further afield, for example to national museums and Newport wetlands. A wide range of extra-curricular activities such as the choir and gardening club are popular with pupils and extend their skills well.

The school implements the National Literacy and Numeracy Framework well to develop pupils' skills in work across the curriculum. However, because lesson planning is highly structured, this often limits pupils' ability to develop independence and creativity in their learning.

Provision for Welsh is consistently good and most pupils make sound progress in their learning. The school has an inclusive Welsh ethos that successfully promotes pupils' understanding of their Welsh heritage. For example, following a visit to Swansea to study Dylan Thomas, Year 6 pupils produced well-written reports on 'A Child's Christmas in Wales'. Pupils have worthwhile opportunities to develop their speaking and reading skills in Welsh. For example, the 'Caffi Cymraeg' is a very effective opportunity for pupils to develop Welsh language skills in a less formal setting. Nearly all pupils value Welsh cultural activities such as the annual school eisteddfod.

Most teachers promote pupils' awareness of sustainable development and global citizenship well through the curriculum. There are good opportunities for nearly all pupils to gain accredited awards that encourage pupils to connect with, and care for, the environment. Many pupils can explain a few ways in which they act sustainably, and explain their effect on the environment. The school has links with schools in Turkey, France and Spain and is beginning to develop these to raise pupils' understanding of life in other countries.

Teaching: Good

All teachers use their wide subject knowledge well to prepare lessons that engage pupils' interest and link purposefully to others areas of the curriculum. In all classes, teachers have high expectations and establish good working relationships with all pupils. In nearly all classes, staff manage pupils' behaviour effectively. All teachers share the lesson objectives clearly with pupils and in many classes presentations to the class are lively. Most teachers ensure that learning proceeds at a good pace and they question pupils effectively in order to extend their learning. Teaching assistants provide good support for pupils' learning and contribute well to pupils' standards and wellbeing.

All teachers mark pupils' work thoroughly and their comments make clear what pupils do well and what they need to improve. In the best examples, pupils use this information effectively to improve their own learning. In most classes, pupils' involvement in evaluating their work, and that of their peers, raises their awareness effectively of how well they are doing. The school's tracking system is rigorous and provides teachers with a very good understanding of the achievement of groups and individual pupils. Staff use this information well to ensure that groups of pupils receive effective support throughout the school.

Twice yearly reports to parents contain clear information about the progress of each individual child with appropriate targets for improvement in literacy and numeracy. They meet statutory requirements.

Care, support and guidance: Good

There are effective policies and arrangements in place to support pupils' wellbeing and help them learn effectively. The school has appropriate arrangements for promoting healthy eating and drinking. Visitors to school, including the police and road safety officers, help pupils to understand how to keep safe. The school develops pupils' spiritual, moral, social and cultural awareness successfully.

The school knows its pupils very well. Staff understand and respond to the needs of all pupils successfully. They link well with a suitable range of support services to ensure that pupils receive helpful guidance on relevant issues, such as the safe use of the internet.

The support for pupils who have additional learning needs enables them to make good progress. The school identifies pupils who require support at an early stage. Staff communicate well with parents and plan effective programmes to meet pupils' needs. Staff make appropriate use of specialist agencies and support services, such as those for educational psychology, hearing impaired support and autism awareness, to support pupils' specific needs. Teaching assistants provide good levels of support for targeted pupils in withdrawal groups, but provision to meet these pupils' needs in lessons is not as well developed.

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

Learning environment: Good

The school provides a safe and happy environment where staff treat all pupils equally. The effective teamwork between all staff provides pupils with a high quality and supportive learning environment, which reflects the school's ethos very well. The school treats all pupils with respect and ensures that they all have equal access to a full range of learning experiences.

The school has very good resources that match pupils' needs well. The accommodation and facilities are in good repair and provide a stimulating environment that promotes effective teaching and learning. A good variety of displays of pupils' own work enhances this well. Nearly all pupils have use of the improved outdoor play area, and the outdoor classrooms are used effectively to stimulate pupils' imagination in all areas of the curriculum and promote their enjoyment of learning.

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

Leadership: Good

The headteacher, in partnership with the governing body, leads the school with energy and commitment. Members of staff share her clear vision for improvement and this underpins all aspects of the school's work. There is a happy working atmosphere for staff and pupils.

The senior management team have clear roles and responsibilities. Managers effectively monitor performance in their specific areas of responsibility and identify accurately areas for improvement. They are beginning to support the headteacher in setting the overall strategic direction of the school.

Teachers and support staff benefit from clear performance management arrangements. The system effectively identifies staff training needs in relation to agreed targets for improvement, for example in ensuring consistency in teacher planning. The school pays good attention to national priorities such as the implementation of the Literacy and Numeracy Framework.

The governing body is active and is committed to the school. Through the headteacher's detailed reports to governors, their visits to school and discussions with relevant members of staff, governors ensure that they have a good understanding of the school's performance. Governors are beginning to play a more active role in shaping the school's strategic direction. A new committee structure is increasing their confidence to challenge the school and ensures that governors review all aspects of its provision and performance regularly.

Improving quality: Good

The school uses a wide range of appropriate information to evaluate its performance. This includes detailed analysis of data on pupils' performance, lesson observations by members of the senior management team and evaluation of pupils' work. Self-evaluation also takes account of parents' and pupils' opinions in general annual surveys. For example, as a result of parents' views, the school has improved reporting to parents on their child's progress.

Members of the senior management team monitor the quality of provision effectively in their areas of responsibility. They have a good understanding of the school's self-evaluation report, but they do not play a full part in its preparation.

A recent innovative initiative is the training of selected older pupils to observe lessons and comment on their strengths and points for improvement. These pupils take their role extremely seriously and they know that teachers listen and respond constructively to their comments. This feedback is beginning to have a positive influence on classroom practice, for example by improving teachers' questioning techniques.

The school identifies accurately relevant areas for improvement and these inform priorities in the school improvement plan. The plan has an effective focus on improving pupil outcomes and includes clear actions, success criteria, monitoring arrangements, funding implications and responsibilities. The strategies it deploys to improve the quality of provision and raise standards of achievement are effective. Those targeted at the needs of pupils from disadvantaged backgrounds are successfully narrowing the gap between their performance and that of other pupils.

Partnership working: Good

The school has a close partnership with parents. The open days that the school provides enable parents to gain a better understanding of how the school works and the teaching methods it uses. Regular newsletters and the school's website give good information about events and school activities. In response to parental requests, the school now produces two reports a year on pupils' progress.

Transition arrangements with the partner secondary school are good. Teachers in both schools plan mathematics lessons jointly towards the end of Year 6, to ensure continuity in expectations and pupils' learning experiences. Pupils use specialist facilities in the secondary school such as science laboratories and art studios, which enables them to enjoy learning experiences they would not otherwise have.

The school works as an active partner with local colleges and teacher training establishments. This partnership mutually benefits both students and the school. For example, the school occasionally appoints former students to permanent positions as both teachers and support staff.

Members of staff draw effectively on the resources and expertise available in the local authority to strengthen their professional knowledge and skills and to improve the quality of schemes of work and teaching methods.

Teachers from other schools in the area frequently visit the school to observe and share good practice. Arrangements for the moderation of teachers' assessment of pupils' work with colleagues in other schools are effective and ensure that these are accurate.

Resource management: Good

A good range of experience and expertise among the teaching and support staff enables them to teach all areas of the curriculum effectively. The school deploys teaching assistants well so that pupils benefit from their skilled support.

Leaders and the governing body make good use of available funds to support the continuing professional development of all staff. They allocate funding efficiently towards school and national priorities for improvement identified in the school development plan. For example, their investment in specialist Welsh teaching has led to improvements in the teaching of Welsh and the standards that pupils achieve in using the language.

The school uses the pupil deprivation grant effectively to raise the achievement of pupils eligible for free school meals and to provide equality of access for them to opportunities such as music tuition. As a result, the progress of these pupils is broadly in line with that of their peers, particularly with regard to their performance in reading and mathematics.

The school provides good value for money as nearly all pupils achieve well by the time they complete Year 6.

Appendix 1: Commentary on performance data

6762098 - Tynewydd Primary School.

Number of pupils on roll	279
Pupils eligible for free school meals (FSM) - 3 year average	13.7
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	35	31	39
Achieving the Foundation Phase indicator (FPI) (%)	94.3	93.5	97.4
Benchmark quartile	1	2	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	35	31	39
Achieving outcome 5+ (%)	94.3	93.5	97.4
Benchmark quartile	2	2	1
Achieving outcome 6+ (%)	28.6	61.3	66.7
Benchmark quartile	2	1	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	35	31	39
Achieving outcome 5+ (%)	97.1	96.8	97.4
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	28.6	58.1	61.5
Benchmark quartile	2	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	35	31	39
Achieving outcome 5+ (%)	100.0	100.0	97.4
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	28.6	71.0	84.6
Benchmark quartile	3	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6762098 - Tynewydd Primary School.

Number of pupils on roll 279
 Pupils eligible for free school meals (FSM) - 3 year average 13.7
 FSM band 2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	38	34	35	37
Achieving the core subject indicator (CSI) (%)	92.1	94.1	91.4	97.3
Benchmark quartile	1	1	2	1
English				
Number of pupils in cohort	38	34	35	37
Achieving level 4+ (%)	94.7	94.1	94.3	97.3
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	23.7	44.1	57.1	59.5
Benchmark quartile	3	2	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	38	34	35	37
Achieving level 4+ (%)	94.7	94.1	94.3	97.3
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	28.9	47.1	51.4	59.5
Benchmark quartile	3	1	1	1
Science				
Number of pupils in cohort	38	34	35	37
Achieving level 4+ (%)	92.1	100.0	97.1	97.3
Benchmark quartile	3	1	2	2
Achieving level 5+ (%)	26.3	47.1	51.4	54.1
Benchmark quartile	3	2	1	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in english or welsh (first language), mathematics and science in combination.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	110	110 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	105	96 91%	9 9%	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	107 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	110	107 97%	3 3%	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.	110	109 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	105	98 93%	7 7%	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.	109	104 95%	5 5%	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.	110	100 91%	10 9%	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	96 87%	14 13%	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.	109	106 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.	94	73 78%	21 22%	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	98	85 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.	40	17 42%	20 50%	2 5%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	40	19 48%	19 48%	1 2%	1 2%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	40	23 57%	15 38%	1 2%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	40	18 45%	21 52%	0 0%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	40	15 38%	19 48%	1 2%	4 10%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	40	18 45%	20 50%	0 0%	1 2%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	23	14 61%	7 30%	1 4%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	23	8 35%	10 43%	3 13%	1 4%	1	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.	39	16 41%	18 46%	3 8%	2 5%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	40	19 48%	19 48%	0 0%	1 2%	1	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.	40	21 52%	17 42%	2 5%	0 0%	0	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.	39	13 33%	18 46%	2 5%	1 3%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	40	9 22%	25 62%	4 10%	2 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	40	15 38%	17 42%	6 15%	2 5%	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.	40	10 25%	22 55%	4 10%	2 5%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	23	13 57%	6 26%	1 4%	1 4%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	39	11 28%	18 46%	1 3%	2 5%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	40	23 57%	15 38%	1 2%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	40	18 45%	18 45%	2 5%	2 5%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Robert Jenkins	Reporting Inspector
Stephanie James	Team Inspector
Rhiannon Boardman	Lay Inspector
Marie Ward	Peer Inspector
Katherine Olsen	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 eligible for 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 eligible for 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 eligible for 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.