A report on

Archbishop Rowan Williams CIW School
Church Road
Portskewett
Monmouthshire
NP26 5UL

Date of inspection: March 2017

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.

Publication date: 26/05/2017

Context

Archbishop Rowan Williams Church in Wales Voluntary Aided Primary School is in the village of Portskewett in Monmouthshire local authority. It caters for pupils between 4 and 11 years of age. There are 202 pupils on roll in seven single-year classes. Most pupils live locally and nearly all are of white British ethnicity. Very few speak Welsh at home.

Approximately 6% of pupils are eligible for free school meals, which is well below the national average of 19%. The school identifies around 19% of pupils as having additional learning needs compared with the national average of 25%.

The headteacher took up her post in April 2015. The school's last inspection was in July 2009.

The individual school budget per pupil for Archbishop Rowan Williams Voluntary Aided Primary School in 2016-2017 means that the budget is £3,645 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,011 and the minimum is £2,837. Archbishop Rowan Williams Church in Wales Voluntary Aided Primary School is 10th out of the 30 primary schools in Monmouthshire 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 have positive attitudes to learning and make good progress from their individual starting points
- Most pupils apply their literacy skills well in many areas of the curriculum
- The behaviour of nearly all pupils is very good
- Rates of attendance are consistently high
- Most teachers deliver lessons that stimulate pupils' interest and curiosity so that they engage well with their learning
- The school provides pupils with a caring and supportive environment that is conducive to learning

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher, staff and governing body share a clear vision that focuses well on pupils' wellbeing and achievement
- Leaders use performance management procedures effectively to improve the quality of teaching and learning
- Self-evaluation is accurate and enables leaders to plan effectively to bring about further improvement
- The school has a good record of securing improvements successfully, such as the enhanced provision for the Foundation Phase and the quality of provision for ICT
- Partnership activities contribute strongly to improving outcomes for pupils
- Leaders and managers deploy the budget efficiently to support the school's priorities

Recommendations

R1 Improve pupils' skills in speaking Welsh

R2 Further develop pupils' ability to make independent choices about how and what they learn

R3 Provide more purposeful opportunities for pupils to use their numeracy skills in all areas of the curriculum

R4 Improve the effectiveness of teachers' written feedback to pupils so that they understand clearly what they must do to improve their work

R5 Ensure that teaching provides high levels of challenge to all pupils, and more able pupils in particular

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

Most pupils enter the school with levels of skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. During their time at school, nearly all make good progress.

Throughout the school, most pupils listen well to their teachers and, in discussion, to each other. Most pupils speak clearly and confidently. By Year 6, many pupils are articulate and express themselves well. This is a strong feature of the school.

In the Foundation Phase, most pupils' reading skills are appropriate for their age and ability. They use their knowledge of letters and sounds effectively to read unfamiliar words. Many make good use of picture cues to aid their understanding. The more able pupils describe characters' feelings well.

Throughout key stage 2, pupils' develop their reading skills well so that by Year 6, many read fluently. Nearly all pupils are well motivated and enthusiastic readers. They read with good understanding and lively expression. They explain why they prefer certain genres and list their favourite authors. More able pupils have a sophisticated understanding of plot and characterisation and describe clearly how an author structures a story. Many infer the meaning of previously unknown words from their context.

Many pupils in the Foundation Phase write simple sentences, using capital letters and full stops appropriately and make good progress in developing a legible handwriting style. Over time, many pupils write increasingly at length. They spell regular words correctly and make sensible approximations of more complex words.

Most pupils in key stage 2 write consistently well in all areas of the curriculum. They spell regular words correctly and use dictionaries appropriately to help them spell more ambitious words. Many use punctuation effectively to make their meaning clear. Many pupils choose their words skilfully to establish an appropriate atmosphere that suits their purpose for writing. In a mystery story, they write that 'The ancient door creaked open, groaning and sighing over the years.'

Most pupils in the Foundation Phase develop mathematical skills well. They sequence numbers up to 100 correctly and add and subtract two-digit numbers accurately. Most name two and three-dimensional shapes correctly and can tell the time on analogue and digital clock faces. They draw simple bar graphs that show their favourite foods.

In key stage 2, most pupils make good progress in developing their mathematical skills. Most pupils in Year 6 work quickly and accurately in mathematics. They add and subtract large numbers correctly and use an appropriate range of methods to multiply and divide pairs of numbers. They check their answers by performing

inverse operations or by using a calculator. They solve word problems that involve ratio and proportion, calculate the areas and perimeters of irregular shapes and use their knowledge of the 24-hour clock to read timetables. However, pupils do not apply their numeracy skills consistently well across the curriculum.

In the Foundation Phase, most pupils use programmable toys well to develop their sequencing skills. They use tablet and laptop computers confidently to draw pictograms to compare the heights of different beanstalks. In key stage 2, most pupils use their skills in information and communication technology (ICT) confidently to word process letters and stories. Many use presentation software persuasively to argue for or against a rural redevelopment project and to list the highlights of King Henry VIII's reign. However, very few pupils use spreadsheets or databases.

In the Foundation Phase, pupils make sound progress in developing their Welsh skills. They use the Welsh names of colours when writing simple sentences. They count in Welsh to twenty. In key stage 2, pupils read simple Welsh texts with appropriate understanding. Their writing in Welsh improves as they progress from one class to the next. Most pupils' writing relies on adapting a prepared model. They rarely write independently. Most write and speak in the present tense, describing the weather, their favourite foods and hobbies. They use their knowledge of Welsh vocabulary well when translating descriptions of the pirate Harri Morgan from Welsh into English. Throughout key stage 2, pupils' spelling is weak. When speaking in Welsh, many pupils are hesitant and lack a quick recall of suitable vocabulary and sentence structures.

Most pupils with additional learning needs benefit from the additional support they receive and make good progress towards their individual targets.

In the Foundation Phase, pupils' attainment at the expected outcome in literacy consistently places the school in the lower 50% when compared with similar schools. Attainment in mathematical development shows an improving trend, placing the school in the top 25% last year. Attainment has improved at the higher-than expected outcome in all areas of learning, moving the school from the bottom 25% to the higher 50%.

In key stage 2, pupils' attainment at the expected level in English, mathematics and science tends to place the school in the lower 50% of similar schools. At the higher level, attainment in all three subjects places the school in the higher 50% or top 25%.

Wellbeing: Good

Nearly all pupils feel happy and safe in school. They know where to turn for support and advice, and are confident that members of staff will deal promptly with their concerns. Nearly all pupils understand the importance of making healthy food choices and taking regular exercise. All pupils take part enthusiastically in regular physical education lessons. Attendance rates are high and place the school in the top 25% of similar schools. Nearly all pupils arrive at school punctually

Nearly all pupils behave very well during lessons and show respect for adults and each other. Nearly all develop valuable social and life skills. For example,

playground buddies show a high level of care in ensuring that no pupil feels isolated at lunchtime and playtime. Pupils have positive attitudes to learning. Most pupils take part in classroom discussions with maturity and sustain their concentration well while engaging in classroom activities. However, most pupils' ability to make independent choices about how and what they learn is underdeveloped.

Many pupils contribute well to the life and work of the school. The pupil leadership teams play an active part in school life. Members of the school council engage effectively in a range of activities to raise funds for national and international charities. For example, they organise a 'dance-a-thon' for a national children's charity.

Key Question 2: How good is provision?	Good

Learning experiences: Adequate

The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase and the National Curriculum. Staff plan creatively to deliver the ethos and practice of the Foundation Phase well. They plan an effective variety of indoor and outdoor activities that stimulate pupils' interest. In key stage 2, nearly all teachers plan interesting tasks that engage pupils and stimulate their curiosity.

The school plans appropriately to develop most pupils' skills in accordance with the national Literacy and Numeracy Framework, building suitably on their prior learning. Opportunities for pupils to write across the curriculum are well established. For example, Year 6 pupils write powerful reflections on their knowledge of the Holocaust. A majority of lessons provide pupils with useful opportunities to develop their skills in ICT. However, opportunities for pupils to apply their numeracy skills in a range of different contexts are limited.

Pupils benefit from well-planned experiences to learn about the history, geography and culture of Wales. Visits to Welsh places of interest give pupils a sense of pride in their heritage. For example, pupils in the Foundation Phase visit Chepstow Castle and Magor Marsh. However, arrangements to provide pupils with opportunities to develop their skills in speaking the Welsh language are underdeveloped.

The school promotes education for sustainable development appropriately by recycling products and saving energy. Pupils engage actively in recycling and the 'eco warriors' monitor the school's use of energy well to ensure there is little or no waste. Arrangements to promote pupils' understanding of global issues are underdeveloped.

Teaching: Good

Nearly all teachers establish positive working relationships with all pupils. They provide a variety of interesting lessons that engage and challenge nearly all pupils of differing abilities, but they do not always challenge the most able pupils enough. Teachers have high expectations of pupils and manage their behaviour well. Most teachers have good up-to-date subject knowledge and use questioning skilfully to promote pupils' thinking and to check their understanding. They encourage pupils to

answer fully, to explain their thinking and to justify their choices. They set an appropriate pace for their lessons. However, few teachers use Welsh during lessons to extend pupils' confidence in hearing and using the language in everyday situations.

Most teachers provide pupils with helpful oral feedback during the course of lessons and in plenary sessions towards the end. However, their written feedback is less effective in helping pupils to understand how to improve their work and what their next steps should be. The school uses a broad range of standardised tests to check pupils' progress in reading, spelling and mathematics. These procedures identify any pupils whose progress is slower than expected, and enables teachers and teaching assistants to provide effective additional support. Annual reports are generally accurate and informative, and parents particularly appreciate the personalised comments on their child's progress and wellbeing.

Care, support and guidance: Good

The school provides pupils with a caring and supportive environment. It has clear and effective procedures to encourage pupils to feel valued and to keep safe. There are appropriate arrangements to promote healthy eating and drinking. Staff encourage pupils to snack on fruit, and water is available throughout the day. There are regular opportunities for pupils to take exercise through sport-related activities. Provision for promoting pupils' spiritual, moral, social and cultural development is good. For example, the school's ethos team promotes positive values, such as perseverance, throughout the school. Many pupils learn to play musical instruments.

The school has effective working relationships with a broad range of specialist services and agencies. These make a notable contribution to improving pupils' progress and wellbeing. For example, the local police liaison officer raises pupils' awareness of the risks of using social media and the internet. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school has a robust system to identify pupils with additional learning needs. Pupils receive effective support that meets their particular needs well. Teaching assistants provide effective support to enable pupils to develop their literacy and numeracy skills and to work successfully towards meeting their individual learning targets.

Learning environment: Good

There is a strong caring ethos in the school that promotes a feeling of belonging, equality and respect. The school recognises diversity and celebrates pupils' differences positively in an 'I am special' week. The school is an inclusive community that ensures that all pupils are valued and have equal access to everything that the school has to offer.

The main school accommodation is relatively new. It is secure and of good quality. Classrooms are spacious and there are colourful displays in classes and around the school that enhance the learning environment and celebrate pupils' work well. Staff

have developed learning areas in classrooms and outdoors creatively. For example, the role-play areas in the Foundation Phase enable pupils to develop their imagination and curiosity and they promote their physical development well. The school has a wide range of resources of good quality that meet the needs of all pupils well.

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

Leadership: Good

The headteacher has a clear vision for the school and communicates high expectations to all staff. She shares leadership responsibilities effectively among all teachers and they make a valuable contribution to improving standards and provision. For example, the Foundation Phase leader has led the staff effectively in creating a stimulating learning environment where pupils make good progress. Staff throughout the school have clearly defined roles and responsibilities and work well as a team. Team members recognised the potential for pupils to take a more active role in the life and work of the school. As a result, they ensured that pupils take the lead in a number of worthwhile initiatives, such as assisting younger pupils' lessons in yoga to create more harmonious playtimes.

Leaders and governors use performance management processes well to improve the quality of teaching and learning. For example, teachers adopt a novel approach that encourages pupils to be more resilient when faced by difficult tasks. They encourage pupils to believe that they can develop their abilities through dedication and hard work.

The school meets national and local priorities well. In particular, the literacy leader provides useful guidance that gives pupils valuable opportunities to apply their writing skills well in a broad range of subjects.

The governing body fulfils its statutory requirements efficiently and provides effective support. Members have a sound understanding of performance data and how well the school is doing compared with similar schools. Governors have challenged the school to improve in some important areas, such as the development of the grounds, but they do not have a similarly strong impact in relation to pupil performance. The governing body fulfils its statutory requirements appropriately.

Improving quality: Good

The school has developed effective systems to evaluate the quality of its work. Leaders and managers gather a relevant range of first-hand evidence and they are beginning to take account of the views of parents and pupils well. The school uses data well to give leaders and managers a good understanding of the strengths and weaknesses in pupil performance. For example, the school correctly identifies the need to improve pupils' use of Welsh.

The school monitors pupils' work appropriately. For example, the headteacher and literacy leader undertake joint observations in English lessons. As a result, more effective teaching has led to improved pupil outcomes. However, monitoring is not always sufficiently robust to identify all the worthwhile areas for improvement. The school uses information from self-evaluation insightfully to set appropriate priorities

and challenging targets for improvement. The school focuses well on the needs of pupils from disadvantaged backgrounds and these pupils make good progress.

The school development plan outlines sound strategies that bring about desired improvements and improvement strategies have engaged leaders and managers well in taking forward strategic priorities, for example in literacy and numeracy. All staff play an important part in implementing the development plan and have a good sense of ownership of the work involved. The school has a good track record of securing improvements, such as in responding well to former shortcomings in provision for the Foundation Phase and pupils' access to ICT resources.

Partnership working: Good

Partnership activities make a strong contribution to improving the quality of pupils' learning. The school maintains very good communication with parents and they receive informative newsletters to explain what their children are currently studying. The school uses the internet effectively to enable parents to work with their children. For example, pupils film methods of calculation and put the video on the internet for parents to see.

The school uses visitors well to enhance pupils' learning experiences. For example, a local police constable visits to teach the pupils about rights and responsibilities. The school also collaborates well with outside providers to broaden the curriculum and to stimulate pupils' learning. For example, it works with the Arts Council of Wales to jointly fund a vibrant arts project that clearly inspires the pupils. Disadvantaged pupils, in particular, benefit from this work.

The school works closely with the local secondary school to ensure that pupils feel confident and excited about making the transition to their next stage of education. Pupils get to know the new school well through beneficial visits.

The school implements effective procedures for the standardisation and moderation of pupils' work within the local cluster. This supports teachers' accurate assessments of pupils' work at the end of Year 2 and Year 6.

Resource management: Good

The school has enough well-qualified and experienced staff to teach the curriculum effectively. It deploys its grant funding beneficially to employ extra staff to support less able and vulnerable pupils. As a result, these pupils make good progress.

The school is a strong learning community. All staff take part in regular, well-planned training events that link well to their performance management targets and school priorities. For example, staff attend valuable training that explains how to conduct a scheme that encourages pupils to aspire to even higher outcomes. Staff share information and expertise regularly with colleagues. For example, the ICT leader supports staff well and ensures that programs run properly. Teaching assistants support teachers very effectively and make a strong contribution to pupils' outcomes throughout the school. The headteacher makes appropriate arrangements for teachers' planning, preparation and assessment time.
Governors and senior leaders manage school finances well and ensure that the school's priorities receive appropriate funding. They have systematic and accurate

budgeting procedures, including appropriate arrangements for contingencies. They use the budget effectively to maintain the high quality of the relatively new building. All pupils have enough appropriate learning resources that meet their needs well.

In view of the standards that most pupils achieve and the overall quality of provision and leadership, the school offers good value for money.

Appendix 1: Commentary on performance data

6793327 - ARCHBISHOP ROWAN WILLIAMS VA

Number of pupils on roll	187
Pupils eligible for free school meals (FSM) - 3 year average	5.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	29	28	29	24
Achieving the Foundation Phase indicator (FPI) (%)	89.7	82.1	89.7	95.8
Benchmark quartile	3	4	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	29	28	29	24
Achieving outcome 5+ (%)	89.7	82.1	89.7	95.8
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	20.7	21.4	34.5	50.0
Benchmark quartile	4	4	4	2
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	29	28	29	24
Achieving outcome 5+ (%)	89.7	89.3	93.1	100.0
Benchmark quartile	3	4	3	1
Achieving outcome 6+ (%)	20.7	21.4	51.7	50.0
Benchmark quartile	4	4	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	29	28	29	24
Achieving outcome 5+ (%)	100.0	92.9	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	41.4	25.0	69.0	79.2
Benchmark quartile	4	4	3	2

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.

6793327 - ARCHBISHOP ROWAN WILLIAMS VA

Number of pupils on roll   187
Pupils eligible for free school meals (FSM) - 3 year average   5.0
FSM band   1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	40	29	31	23
Achieving the core subject indicator (CSI) (%)	92.5	93.1	93.5	95.7
Benchmark quartile	3	3	3	3
English				
Number of pupils in cohort	40	29	31	23
Achieving level 4+ (%)	92.5	93.1	93.5	95.7
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	40.0	62.1	64.5	60.9
Benchmark quartile	3	1	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	40	29	31	23
Achieving level 4+ (%)	95.0	93.1	100.0	95.7
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	45.0	65.5	67.7	73.9
Benchmark quartile	2	1	1	1
Science				
Number of pupils in cohort	40	29	31	23
Achieving level 4+ (%)	95.0	100.0	96.8	95.7
Benchmark quartile	3	1	3	3
Achieving level 5+ (%)	35.0	58.6	61.3	69.6
Benchmark quartile	3	2	2	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.

* 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.

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.	100		98 98%	2 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	100		94 94%	6 6%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	100		94 94%	6 6%		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		98 99%	1 1%		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.	99		93 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	100		97 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.	100		99 99%	1 1%		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.	100		100 100%	0 0%		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
My homework helps me to understand and improve my work in school.	97		87 90%	10 10%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
I have enough books, equipment, and computers to do my work.	98		93 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	99		80 81%	19 19%		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.	56	38 68%	18 32%	0 0%	0 0%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	56	43 77%	13 23%	0 0%	0 0%	0		Mae fy mhlentyn 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.	56	45 80%	10 18%	1 2%	0 0%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	56	27 48%	24 43%	4 7%	0 0%	1		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	56	25 45%	28 50%	0 0%	0 0%	3		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	56	26 46%	29 52%	0 0%	0 0%	1		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	56	37 66%	16 29%	0 0%	0 0%	3		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	56	23 41%	22 39%	6 11%	0 0%	5		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%			
Staff treat all children fairly and with respect.	55	32 58%	19 35%	2 4%	0 0%	2		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%			
My child is encouraged to be healthy and to take regular exercise.	56	31 55%	23 41%	1 2%	0 0%	1		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%			
My child is safe at school.	56	38 68%	18 32%	0 0%	0 0%	0		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	54	29 54%	15 28%	4 7%	0 0%	6		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	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.	56	21 38%	28 50%	6 11%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	56	38 68%	18 32%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	56	28 50%	24 43%	0 0%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	56	31 55%	23 41%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	53	17 32%	18 34%	1 2%	0 0%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	55	29 53%	24 44%	1 2%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	56	33 59%	22 39%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Geoff Cresswell	Team Inspector
Matthew Evans	Lay Inspector
Nicola Davies	Peer Inspector
Suzanne Hamer	Nominee

Copies of the report

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

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
- 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
- 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.