



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Archdeacon John Lewis
C.I.W. Primary School
Brackla Way
Brackla
CF31 2JS**

Date of inspection: January 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.

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Context

Archdeacon John Lewis Church in Wales Primary School is in the Bridgend local authority. There are currently 200 pupils aged three to eleven years on roll. The school has seven classes, including three that are mixed-age.

Around 20% of pupils are eligible for free school meals, this is approximately in line with the national average (19%). The school identifies that around 16% of pupils have special educational needs. This is below the national average (25%). English is the main home language of most pupils. A very few pupils come from ethnic minority backgrounds or speak Welsh at home.

Estyn last inspected the school in January 2010. The headteacher took up his post in September 2013.

The individual school budget per pupil for Archdeacon John Lewis Church in Wales Primary School in 2016-2017 means that the budget is £3,273 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,484 and the minimum is £2,872. Archdeacon John Lewis Church in Wales Primary School is 25th out of the 48 primary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress in improving their literacy and numeracy skills
- Standards of reading and oracy are good
- Standards of Welsh are good overall
- Most pupils use their information and communication technology (ICT) skills well in other subjects
- Most pupils behave well
- Attendance is improving
- Teachers plan stimulating learning experiences
- Provision for most pupils with additional learning needs is good
- The school is a safe and caring environment

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher places a priority on setting high standards of achievement and wellbeing
- Procedures to manage the performance of staff are effective
- Leaders analyse data thoroughly to identify areas to improve in the standards that pupils achieve
- The school improvement plan is a well written document that identifies school priorities for improvement appropriately
- The school has strong and beneficial partnerships with other schools
- Partnerships with parents are strong
- The school manages a wide range of resources effectively to meet the needs and interests of pupils
- Leaders manage the school's finances well

However:

- Leaders do not provide effective enough strategic leadership
- Senior leaders do not distribute responsibilities well enough to support the specific needs of the school
- The governing body does not challenge the school well enough or ensure that the school has up-to-date policies and meets all statutory requirements
- Self-evaluation activities are not developed or implemented rigorously enough to identify all weaknesses in learning and teaching
- Grants are not used to improve outcomes for all vulnerable pupils, particularly the more able

Recommendations

- R1 Increase opportunities for pupils to use their numeracy skills in other subjects
- R2 Ensure that all teachers plan activities to meet the needs of all learners, particularly the more able
- R3 Improve assessment arrangements including the use of assessment for learning strategies and the moderation of end of phase assessments
- R4 Improve the use of the outdoor environment to support learning in the Foundation Phase
- R5 Ensure that leaders at all levels understand and fulfil their role as strategic leaders
- R6 Improve the rigour and range of self-evaluation activities to monitor standards and provision more thoroughly

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills at or above the expected level for their age. As they move through the school, most make good progress in developing their literacy, numeracy and ICT skills.

Most pupils develop strong oracy skills in the Foundation Phase. In nursery, many pupils follow simple instructions and join in with rhymes enthusiastically. In reception, most pupils answer questions using appropriate short phrases and sentences. In Year 1, they describe features of their dinosaurs using accurate language. By the end of the Foundation Phase, most pupils listen well to each other and adults and begin to speak with confidence. In key stage 2, many pupils have very well developed oracy skills. They speak clearly using a wide range of vocabulary. By Year 6, many pupils articulate their ideas using a mature range of language, for example when describing how they create a digital trailer for a film. Most older pupils listen well with increasing concentration.

Standards of reading across the school are good. Most pupils develop positive attitudes towards reading from an early age. By the end of the Foundation Phase, more able pupils read with suitable fluency and accuracy. They use a range of relevant strategies when faced with unfamiliar words. In key stage 2, most pupils continue to improve their reading skills and, by the end of Year 6, are enthusiastic expressive readers. They explain a preference for different types of books and favourite authors confidently. Many older pupils scan texts quickly and accurately to locate information.

In the Foundation Phase, most pupils develop their writing skills well. In reception, they describe different animals simply and write short shopping lists using appropriate language. By the end of the Foundation Phase, many pupils write for a range of different audiences using exciting language. They spell common words correctly and organise their work suitably into short sentences. For example, in Year 2, pupils write accurate instructions about how to brush their teeth. In key stage 2, many pupils write confidently for a range of different purposes. For example, they write detailed play scripts and persuasive letters using formal language and layout. Most pupils use an increasing range of vocabulary and punctuation and spell complex words correctly. More able pupils use a wide choice of adventurous language that engages the reader effectively. They are beginning to organise their work into paragraphs. Across the school, many pupils develop neat handwriting and present their work well.

Most pupils use their literacy skills competently in other subjects and write at the same level as in their English lessons. For example, in Year 1 they write interesting booklets on woodland animals. In Year 4, pupils write clear instructions for a computer game and detailed accounts of their school trip to Bristol Aquarium.

Most pupils develop their numeracy skills well as they move through the Foundation Phase. In Year 1, more able pupils measure objects accurately using rulers and correctly add up different amounts of money. By Year 2, many pupils are beginning to use their number knowledge to add and subtract larger numbers with accuracy. They draw basic graphs to represent data and solve a range of simple problems with confidence. By the end of key stage 2, many pupils make good progress and develop competent numeracy skills. In Year 6, they multiply and divide decimals and order negative numbers with accuracy. However, more able pupils do not always develop their skills well enough as activities do not always provide enough challenge.

In a majority of classes, pupils use their numeracy skills at the same level in other subjects. In Year 2, pupils use accurate pictograms to represent their journeys to school and in Year 5, they use their knowledge of area and perimeter correctly to investigate the size of Egyptian tombs. However, in a minority of classes pupils do not use their skills often enough or at a high enough level in other subjects.

In the Foundation Phase, many pupils develop sound ICT skills. They use these skills well to support their learning in a range of subjects. For example, in Year 1 pupils draw accurate block graphs to display data. In key stage 2, most pupils continue to improve their skills. Year 3 pupils use ICT well to display data from their litter collection and Year 4 pupils use control software effectively to design a computer game. By the time they reach Year 6, most pupils use ICT with a high level of confidence. For example, they use music software at a high level to create a soundtrack for a game.

In the Foundation Phase, most pupils make good progress in Welsh. By Year 2, they talk confidently about themselves and describe the weather using appropriate vocabulary. They read known texts with expression and correct pronunciation. Many pupils write simple sentences in Welsh using familiar language. For example, in Year 2, pupils write short letters to Father Christmas asking for presents and answer simple questions about their likes and dislikes.

Most pupils continue to improve their Welsh skills in key stage 2. In Year 6, standards of Welsh oracy are good. Many pupils talk assuredly using a wide range of sentence patterns and vocabulary to describe familiar situations. They read with accuracy and understanding. By the end of key stage 2, a majority of pupils use a wide range of suitable language and more complex and extended sentence patterns. For example, they describe their favourite hobbies and rewrite texts in their own words.

In the Foundation Phase, performance over the last four years in literacy and numeracy at the expected outcome has placed the school in either the top 25% or bottom 25% when compared with similar schools and shows an improving trend. At the higher-than-expected outcome, performance has been variable with outcomes improving in recent years.

In key stage 2, over the last four years performance at the expected level in English, mathematics and science has also placed the school in either the top 25% or bottom 25% when compared with similar schools and shows an improving trend. At the higher-than-expected level, performance has been variable with outcomes improving in recent years.

In the Foundation Phase, pupils eligible for free school meals perform at least as well as other pupils at the expected outcome in literacy. At the expected level in numeracy and higher-than-expected level in literacy, the pattern is more variable. At the higher than expected level in numeracy, pupils eligible for free school meals generally do not perform as well as other pupils.

In key stage 2, pupils eligible for free school meals generally perform at least as well as other pupils in English, mathematics and science at the expected level. However, at the higher than-expected level, they perform less well.

Wellbeing: Good

Most pupils feel safe in school. They know whom to approach if they are worried and are confident that adults will help them. Most pupils have a sound awareness of how to stay safe online. Many pupils understand the importance of taking regular exercise and eating healthily. They attend the wide range of extra-curricular sporting activities, including netball and football clubs.

Most pupils behave well in lessons and around the school. They respect the school rules and support each other to behave appropriately. Most pupils are motivated to learn and demonstrate enthusiasm in their lessons. They co-operate well in pairs and groups. Many pupils concentrate well for increasing periods and develop appropriate independent learning skills. Older pupils are developing a suitable understanding of how to improve their work.

Pupils participate actively in the life of the school. School council members take their roles seriously. They play an important part in school improvement activities. For example, they promote the importance of regular attendance by making presentations in assemblies.

Pupils play an important role in local community activities. The school choir regularly performs at local venues and older pupils are involved in preparing for the Urdd Eisteddfod, which will be held locally. Pupils raise money for both national and local charities regularly. For example, they send food from the school's harvest festival to support people who are less fortunate than themselves.

Attendance at the school is improving. Over the last four years, the rate of pupils' attendance has improved year on year. Last year this placed the school in the top 25% when compared with similar schools. Nearly all pupils arrive punctually.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a range of stimulating learning experiences that motivate and engage most pupils. In most areas, the curriculum builds appropriately on pupils' knowledge, understanding and skills as they move through the school. However, the school does not have a whole school overview to make sure that there is full curriculum coverage. Pupils benefit from a wide range of interesting extra-curricular clubs, for example choir, Welsh club and cross country running. These opportunities enrich their learning experiences successfully.

Nearly all teachers in the Foundation Phase plan well for pupils to take part in a wide range of indoor activities. However, Foundation Phase pupils do not have sufficient opportunities to undertake meaningful activities in the outdoor learning areas.

The school provides appropriate opportunities for pupils to develop their literacy and ICT skills well. There are worthwhile opportunities for pupils to apply their literacy and ICT skills in other subjects. For example, Year 1 pupils use their literacy skills to record what they want to learn about when visiting Cardiff. However, teachers do not always provide enough opportunities for all pupils to apply their numeracy skills at appropriate levels across the curriculum.

The school's provision for Welsh is good. Teachers make good use of the locality and other Welsh places of interest to enrich pupils' learning experiences. For example, pupils visit the Royal Mint, Cardiff Castle, St Fagan's and the Rhondda Heritage Park. In addition, pupils learn about Welsh culture and history appropriately. For example, they study the work of authors and artists from Wales, including Roald Dahl and Rhiannon Roberts.

Education for sustainable development and global citizenship is developing at the school. There is sound provision to enable pupils to learn about sustainability through activities such as recycling and saving energy. However, there are fewer opportunities for pupils to learn about the role that they and others play in the world.

Teaching: Adequate

Many teachers and support staff have good working relationships with pupils and manage their behaviour effectively. They plan interesting lessons and share clear learning objectives with pupils. However, in around half of classes, activities do not meet the needs of all pupils consistently, particularly the more able. As a result, these pupils do not always make the progress of which they are capable. In a minority of classes, pupils do not have regular opportunities to develop as independent learners because teachers direct work too much. The majority of teachers ensure that lessons progress at a suitable pace and use a range of skilful questioning to extend pupils' learning. Most support staff provide effective assistance to individuals and groups of pupils.

The lack of a school assessment policy means that there are inconsistencies in assessment procedures across the school.

Teachers' marking has very recently improved with many teachers now providing pupils with clearer guidance about how to improve their work further. However, the school has yet to embed this approach in all classes. By the end of key stage 2, pupils assess their own work and that of their peers well. However, assessment for learning across the school is undeveloped overall. The school tracks all pupils' progress regularly and uses the information well to provide additional support for most pupils when needed. Teachers' assessment of pupils' achievement and progress is generally accurate, but it is too generous in a minority of instances. School procedures to moderate standards are not robust enough.

Reports to parents are informative and include useful targets for improvement. However, they do not always meet all statutory requirements.

Care, support and guidance: Good

Staff promote pupils' moral, social and cultural development effectively. They teach pupils about positive values, such as thoughtfulness and co-operation and make good use of outside agencies to promote principles such as anti-bullying. Acts of collective worship nurture pupils' spiritual development effectively. The school makes appropriate arrangements to promote healthy eating and drinking. There are effective incentives to promote good attendance and punctuality. These have had a very positive impact on improving pupils' attendance rates overall.

The school's provision for pupils with additional needs is generally effective. Teachers identify pupils who need additional support at an early stage. For example, they assess pupils' language needs when they first enter the school. Staff use a wide range of intervention strategies, to improve the literacy and numeracy skills of less able pupils. They also arrange useful emotional support for vulnerable pupils. Pupils' individual plans contain suitable targets for improvement. Teachers, parents and pupils review these plans regularly. As a result, most pupils with additional needs make good progress.

The school uses specialist advice well to support staff and pupils. For example, as a result of working with a local charity, pupils' behaviour across the school has improved.

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

Learning environment: Good

The school is a caring Christian community. The emphasis on promoting pupils' wellbeing is apparent in the attitudes of staff and pupils and across the school's activities. This caring ethos encourages pupils to develop tolerance, respect and understanding of each other. The school treats pupils with respect and ensures they all have equal access to a full range of learning experiences, including extra-curricular activities.

The school makes good use of its indoor space and resources. Classrooms are generally of a good size. In addition, there are specialist areas that support pupils' learning well. A range of attractive displays celebrates pupils' learning and achievements appropriately and helps to promote the school's ethos.

The school has recently developed its outdoor facilities with the addition of an outdoor classroom and stage. However, overall provision for outdoor learning in the Foundation Phase is underdeveloped. The school has an appropriate range of suitable resources, including up-to-date ICT equipment and attractive reading materials, that are matched well to pupils' ages and interests. These support teaching and learning well. The school site is safe and secure, and maintained suitably.

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

Leadership: Adequate

The headteacher places a priority on setting high standards of achievement and wellbeing to create a caring and supportive learning environment for all pupils. Senior leaders understand the important contribution that they make to improving outcomes for pupils. Staff meet regularly to discuss the school's improvement targets. However, leaders do not record or review decisions consistently to ensure they implement and evaluate agreed actions.

Senior leaders have a clear understanding of their roles and carry these out conscientiously. They make efficient use of their time to support staff and to complete school improvement activities. Leaders use information about pupils' progress to agree challenging performance management targets linked to the school's improvement priorities. For example, this has led to improved standards in pupils' reading. However, senior leaders do not distribute responsibilities effectively enough to support the specific needs of the school, or plan strategically enough to address them. The school is making satisfactory progress in meeting most national priorities.

Members of the governing body understand the school's performance and set appropriate priorities for school improvement. They know how well the school performs compared with similar schools and agree challenging targets to raise standards. However, governors do not always challenge leaders or monitor school improvement effectively. In addition, they do not review or update important policies or publish the annual report to parents regularly enough to ensure that they meet all statutory requirements.

Improving quality: Adequate

Leaders analyse data thoroughly to identify areas to improve in the standards that pupils achieve. They scrutinise other first-hand evidence, for example pupils' work, teachers' planning and observations of lessons, and they listen to the views of pupils and parents. Leaders provide staff with useful feedback that helps them to improve provision for their pupils. This helps the school to evaluate the progress that it makes towards meeting its targets for improvement. However, these self-evaluation activities are not developed or implemented rigorously enough to identify all weaknesses in learning and teaching. Consequently, leaders have not addressed all important inconsistencies, for example in teachers' assessment and provision for more able learners.

The school's self-evaluation report identifies a suitable number of priorities that inform the school improvement plan appropriately. Leaders plan suitable actions with realistic timescales to improve aspects of learning and teaching. For example, they have successfully introduced a new strategy to promote boys' interest in writing. Leaders evaluate the previous school improvement plan and carefully track the completion of school improvement tasks. However, they do not use a wide enough range of evidence to evaluate accurately the impact of their action plans on learning and teaching or to identify areas that require further development. This is because leaders do not plan strategically enough or monitor self-evaluation activities well

enough to evaluate how effectively teachers implement the school improvement plan and the impact that this is having on learners. The school has addressed many recommendations from the last inspection.

Partnership working: Good

The school has developed positive and worthwhile relationships with parents. The parent and teacher association provides strong support through organising popular and well-attended fund-raising and social events. Parents often visit the school to attend concerts and collective worship services that promote the school's Christian ethos appropriately. Recently, the school has invited parents to attend informative meetings about aspects of learning and teaching, for example the school's new behaviour and anti-bullying programme.

Leaders have established useful partnerships with schools in the local area and wider afield to share good practice. Recently, teachers worked closely with other practitioners from two local schools to share teaching approaches that improved pupils' participation and interest in lessons.

The school's links with external agencies and support services support vulnerable pupils and their families well. Leaders access support from the local authority and local specialist schools to implement strategies that meet the needs of pupils who experience difficulties settling into the school environment.

The school has appropriate transition arrangements with the local playgroup and secondary school. The nursery teacher visits the pre-school setting regularly to identify pupils with additional needs and to plan appropriate support. As a result, new pupils settle into school quickly and happily. Teachers provide vulnerable pupils with good additional support to aid their smooth transition to secondary school.

The school works regularly with other schools in the cluster to moderate assessments of pupils' work at the end of each phase. However, leaders do not use this information well enough to ensure that all teachers' assessments are accurate.

Resource management: Good

The school employs a suitable number of teachers and learning support assistants to deliver the curriculum and support pupils' needs well. Effective arrangements for performance management identify the training needs of all staff and support them to develop their knowledge and skills. This has led to improvements, for example in the teaching of reading.

The school manages a wide range of resources effectively to meet the needs and interests of pupils. For example, new resources for ICT have enhanced pupils learning experiences and enabled them to improve their skills.

Leaders manage the school's finances well to resource the priorities of the school improvement plan sufficiently. They use the pupil deprivation grant appropriately to support the majority of targeted pupils who, as a result, often perform as well as their peers. However, they do not monitor this spending rigorously enough to ensure that

staff provide effective support for vulnerable pupils who are more able or do not attend school regularly.

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

Appendix 1: Commentary on performance data

6723323 - Archdeacon John Lewis C in W

Number of pupils on roll	196
Pupils eligible for free school meals (FSM) - 3 year average	17.5
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	14	31	29	29
Achieving the Foundation Phase indicator (FPI) (%)	57.1	74.2	96.6	100.0
Benchmark quartile	4	4	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	14	31	29	29
Achieving outcome 5+ (%)	64.3	77.4	96.6	100.0
Benchmark quartile	4	4	1	1
Achieving outcome 6+ (%)	21.4	32.3	55.2	82.8
Benchmark quartile	3	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	14	31	29	29
Achieving outcome 5+ (%)	71.4	83.9	96.6	100.0
Benchmark quartile	4	4	1	1
Achieving outcome 6+ (%)	21.4	19.4	31.0	55.2
Benchmark quartile	3	4	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	14	31	29	29
Achieving outcome 5+ (%)	85.7	83.9	96.6	100.0
Benchmark quartile	4	4	3	1
Achieving outcome 6+ (%)	21.4	58.1	58.6	79.3
Benchmark quartile	4	2	2	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.

6723323 - Archdeacon John Lewis C in W

Number of pupils on roll	196
Pupils eligible for free school meals (FSM) - 3 year average	17.5
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	15	11	20	22
Achieving the core subject indicator (CSI) (%)	73.3	81.8	100.0	100.0
Benchmark quartile	4	4	1	1
English				
Number of pupils in cohort	15	11	20	22
Achieving level 4+ (%)	80.0	81.8	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	26.7	36.4	50.0	59.1
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	15	11	20	22
Achieving level 4+ (%)	73.3	81.8	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	26.7	27.3	45.0	50.0
Benchmark quartile	3	3	2	1
Science				
Number of pupils in cohort	15	11	20	22
Achieving level 4+ (%)	80.0	90.9	100.0	100.0
Benchmark quartile	4	3	1	1
Achieving level 5+ (%)	26.7	54.5	70.0	50.0
Benchmark quartile	3	1	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.

* 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.	95		89 94%	6 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	96		85 89%	11 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	96		85 89%	11 11%	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	96		86 90%	10 10%	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.	96		87 91%	9 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		83 86%	13 14%	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.	96		92 96%	4 4%	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.	96		91 95%	5 5%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	95		76 80%	19 20%	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.	96		90 94%	6 6%	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.	96		61 64%	35 36%	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	96		69 72%	27 28%	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.	23	15 65%	8 35%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	24	19 79%	5 21%	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.	24	17 71%	7 29%	0 0%	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.	24	19 79%	5 21%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	23	12 52%	6 26%	3 13%	2 9%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	23	16 70%	6 26%	1 4%	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.	24	13 54%	9 38%	2 8%	0 0%	0	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.	22	10 45%	9 41%	3 14%	0 0%	1	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.	24	12 50%	10 42%	1 4%	1 4%	0	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.	22	11 50%	8 36%	2 9%	1 5%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	24	15 62%	8 33%	0 0%	1 4%	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'.	20	13 65%	6 30%	1 5%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	24	13 54%	8 33%	2 8%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	24	15 62%	6 25%	1 4%	2 8%	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.	24	13 54%	4 17%	6 25%	1 4%	0	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.	24	14 58%	8 33%	1 4%	1 4%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	15	10 67%	4 27%	1 7%	0 0%	9	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.	24	13 54%	6 25%	5 21%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	24	14 58%	7 29%	2 8%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Elizabeth Jane Counsell	Reporting Inspector
Peter Morris	Team Inspector
Andrea Louise Davies	Lay Inspector
Anne Lloyd	Peer Inspector
John Tarran (Headteacher)	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.