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

A report on

Croesyceiliog Primary School
North Road
Croesyceiliog
Cwmbran
Torfaen
NP44 2LL

Date of inspection: March 2016

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: 20/05/2016

Context

Croesyceiliog Primary School is in Cwmbran in the Torfaen local authority. The school was created in January 2009 through the amalgamation of Croesyceiliog Infants School and Croesyceiliog Junior School. The school has 472 pupils from 3 to 11 years of age, including 60 who attend the nursery on a part-time basis. There are 15 single aged classes.

About 11% of pupils are eligible for free school meals, which is below the national average (20%). The school identifies 16% of its pupils as having additional learning needs. This is below the national average (25%). A very few pupils have a statement of special educational needs. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. In the 12 months prior to the inspection, there were five fixed-term exclusions of five days or less.

The last inspection of the school was in May 2010. The headteacher has been in post since January 2009.

The individual school budget per pupil for Croesyceiliog Primary School in 2015-2016 means that the budget is £3,044 per pupil. The maximum per pupil in the primary schools in Torfaen is £4,999 and the minimum is £2,971. Croesyceiliog Primary School is 24th out of the 27 primary schools in Torfaen 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 current performance of the school is good because:

- Nearly all pupils make progress which is at least good
- Standards of Welsh are consistently good
- Nearly all pupils present their work neatly and with pride
- Nearly all pupils behave very well in class and around the school
- Pupils feel safe and well cared for
- The quality of teaching in most classes is consistently good
- Teachers' marking is effective in helping pupils improve their work
- The school develops pupils' literacy and numeracy skills very effectively

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school based on sound values and principles
- The headteacher, deputy headteacher and senior members of staff share leadership roles within the school appropriately
- It has a good track record of improving pupils' standards
- The governing body is committed to maintaining high standards
- There are a range of worthwhile partnerships that have a positive effect on pupils' learning and wellbeing
- It has addressed most national priorities very well
- It manages its finances well and allocates appropriate resources to support the actions within its improvement plan

Recommendations

R1 Share the best practice in teaching with staff throughout the school

R2 Improve the quality of school improvement planning

R3 Ensure that leaders use information from self-evaluation more effectively to identify whole school priorities

R4 Improve the consistency of communication with parents

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor 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. As they move through the school, nearly all pupils make at least good progress, particularly in developing their literacy and numeracy skills.

Standards of oracy across the school are good. In Reception, many pupils speak confidently, for example to describe how they make Welsh cakes. By Year 2, most pupils listen attentively to instructions and respond well to each other and to teachers. They enjoy talking to adults and are eager to discuss what they are doing in class and their trip to St Fagans. In key stage 2, most pupils continue to develop their oracy skills well. In Year 3, they talk about the characters in books that they are reading using effective language. By the time they reach Year 6, most pupils have very good standards of oracy. They articulate their ideas clearly using appropriate subject vocabulary, for example when explaining how to work out a numeracy problem. Most pupils listen very well to others.

Nearly all pupils make good progress in developing their writing skills as they move through the school, with many pupils reaching high standards by the end of key stage 2. In the Foundation Phase, pupils write for a wide range of stimulating purposes. In Reception, most pupils develop a positive attitude to writing and are beginning to write independently. In Year 2, pupils write accurate instructions on how to post a letter and interesting factual accounts on living in the past. Most pupils use an effective range of punctuation, with the more able beginning to use speech marks correctly. They make good progress in spelling common words accurately. Many pupils use an increasing variety of exciting vocabulary. By the end of Year 6, many pupils achieve very high standards of writing for different purposes and audiences, for example writing mature persuasive letters on fair trade and detailed eyewitness accounts of the Blitz. They organise their work appropriately using paragraphs and sub headings and use a wide range of interesting vocabulary to convey their ideas. Many use an increasing range of punctuation to add interest to their work and spell most words correctly. Throughout the school, nearly all pupils develop very neat handwriting and present their work with pride.

Across the school, nearly all pupils write effectively for a variety of purposes in other subjects. They apply skills learnt in literacy lessons competently.

As pupils move through the school, most develop positive attitudes towards reading. Most pupils in the Foundation Phase use their knowledge of sounds well to help them read unfamiliar words. In Year 2, pupils that are more able use their reading skills well to locate and interpret information in reference books. By Year 4, many pupils are beginning to read more complex texts with increasing accuracy and fluency. In Year 6, many pupils are enthusiastic readers and enjoy reading a variety of genres. Pupils that are more able are developing skills such as skimming and scanning of texts. Older pupils express a preference for different authors and types of books maturely.

Pupils' numeracy skills across the school are good. In Reception, the majority of pupils can count accurately to 20. As pupils move through the Foundation Phase, most develop secure number skills. Pupils in Year 2 construct accurate graphs on safari animals from tally charts and use their knowledge of money and time to solve simple word problems correctly. Pupils that are more able add and subtract numbers up to one thousand with confidence. In key stage 2, nearly all pupils build successfully on their existing mathematical knowledge and understanding and many achieve very good standards. In Year 3, many pupils use their knowledge of three digit numbers to complete challenges independently. In Year 6, most pupils use their skills well to represent data in a range of different graphs and charts, to calculate perimeter and area of shapes by using formulae and convert different types of measurements with accuracy. Many pupils have very quick recall of number facts. They apply their numeracy skills successfully to solve a range of real life problems, for example when working out the best deal on a new mobile phone contract. Pupils use their numeracy skills for a wide range of purposes in other subjects. For example, in Year 6 they use their knowledge of percentages well to calculate price increase in chocolate bars and present their findings in science experiments using accurate scatter graphs.

Nearly all pupils make very good progress in developing their Welsh skills and have positive attitudes to speaking the language. In Year 2, many pupils speak confidently using appropriate vocabulary and sentence patterns that they have previously learned. They can read simple texts and enjoy writing, for example when labelling the parts of a house. By the end of key stage 2, many pupils speak with growing assurance and understanding and read with accurate pronunciation. In Year 6, most pupils write at length for a variety of purposes, for example detailed personal biographies and interesting recounts in the past tense. Many pupils are beginning to use their Welsh language skills appropriately outside of the classroom.

Performance over the last four years in literacy and mathematical development at the end of the Foundation Phase at the both expected and higher outcome has generally moved the school between the upper 50% and lower 50% when compared with similar schools.

At the end of key stage 2 over the past four years, performance in English, mathematics and science at the expected level has generally varied, moving the school between the top 25% and lower 50% when compared with similar schools. At the higher level, pupils' performance has tended to place it in the top 25% of similar schools over the same period.

At the end of the Foundation Phase, pupils eligible for free school meals perform less well in literacy at the expected and higher outcomes. In mathematical development, they now perform better than other pupils at the expected outcome, but less well at the higher outcome. At the end of key stage 2, pupils eligible for free school meals generally perform as well as other pupils at the expected level but less well at the higher level.

Wellbeing: Good

Nearly all pupils behave very well in class and around the school. They are keen to learn, listen carefully to their teachers and peers, and co-operate well together in and out of lessons. Most pupils are polite, confident and courteous.

Nearly all pupils demonstrate a good awareness of the importance of keeping safe and healthy. They know how to keep themselves safe online and whom to turn to if they are worried or upset. They are keen to eat healthily and speak enthusiastically about how they regularly exercise and play sport.

Pupils enjoy taking an active role in school life. They are proud to be prefects, house captains and playground buddies. They relish their responsibilities as elected members of the eco committee and the school council. The school council contributes effectively to improving school life. It recently raised money to purchase scooter stands and helped improve behaviour by observing how well pupils behave in the school.

Pupils take part annually in raising money for national charities and many send presents to children in Romania. This helps them understand that there are children less fortunate than they are. The school choir regularly sings at community events, for example at the local theatre.

Many pupils have a say in what and how they learn. For example, in Reception, pupils collaborate well to plan their work on campsites and in Year 6 pupils use mind maps to inform planning for topics effectively.

Pupils' attendance has improved and places the school generally in the upper 50% when compared to similar schools. The attendance of pupils eligible for free school meals is not as high as that of other pupils, but is improving. Nearly all pupils arrive punctually at the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a worthwhile range of exciting and interesting learning experiences that meet curriculum requirements and engage pupils' interest well. As a result, nearly all pupils are motivated to learn and achieve standards that are at least good in learning and wellbeing.

The school plans thoroughly to develop pupils' literacy and numeracy skills and has implemented the National Literacy and Numeracy Framework appropriately. This is a strength of the school. All teachers provide pupils with challenging and varied opportunities to apply their skills appropriately within a wide range of stimulating contexts. This has had a very positive impact on improving pupils' standards in literacy and numeracy.

Regular planned opportunities for developing pupils' information and communication technology (ICT) and thinking skills ensure that most make good progress.

The opportunities for pupils to develop their Welsh language skills are good. Pupils have many opportunities to use their Welsh language skills regularly during the day. There is a wide range of written Welsh on display. Work across the curriculum and class visits promote pupils' understanding of Welsh culture and heritage effectively. For example, pupils in Year 1 learn about a Welsh sculptor as part of their design topic and Year 6 pupils visit Llangrannog to experience activities through the medium of Welsh.

The school makes suitable provision for pupils to develop a sound understanding of sustainable development and global citizenship. Class topics include work on rainforests, fair trade and the effects of pollution. The Eco Committee have regular meetings and use their skills in persuasive writing well to request water saving devices for the school. The school's work on global citizenship is developing appropriately.

Teaching: Good

Teaching in most classes is consistently good. Nearly all teachers plan a range of stimulating activities that engage all pupils well and develop their literacy and numeracy skills successfully. They have high expectations of the standards that pupils can achieve, and challenge pupils of all abilities effectively. In most lessons, teaching progresses at a good pace that sustains the interest of pupils throughout the session. Many teachers use a range of effective questions well to extend pupils' learning. They have positive relationships with pupils and manage their behaviour well. Most teachers deploy teaching assistants productively to support individuals and groups of pupils. However, in a minority of Foundation Phase classes, activities are too adult directed and, as a result, pupils do not always have enough opportunities to develop as independent learners.

Assessment for learning is a strong feature across the school. Most pupils have regular opportunities to evaluate their own work and that of others. In all classes, teachers provide pupils with clear oral and written feedback, which most pupils respond to positively. As a result, pupils know what they have achieved and what they need to do next to improve. Teachers use evidence from their detailed marking to inform their ongoing tracking of pupils' progress effectively.

The school provides parents with informative written reports and regular opportunities to discuss pupils' achievements and progress.

Care, support and guidance: Good

The school develops pupils' understanding of how to stay healthy well and supports their wellbeing successfully. Staff encourage pupils to participate in regular physical exercise successfully. They promote pupils' understanding of how to stay safe well. This includes staying safe on line. The school has appropriate arrangements for promoting healthy eating and drinking.

Staff develop pupils' spiritual, cultural, moral and social development well through provoking assemblies and encouraging discussions with a range of visitors. The school's arrangements to promote regular attendance are effective.

The school meets the needs of vulnerable pupils and those with additional learning needs well. Teachers write child friendly individual education plans and regularly review them with pupils and parents. Staff support these pupils successfully in class and through programmes, which they specifically tailor to their needs. For example, the school's nurture group helps identified pupils develop their emotional and social skills and improve their progress in learning.

The school works successfully with specialist agencies and other professionals. External specialists work directly with pupils, where appropriate, to support their individual needs. They also provide valuable guidance and training to help staff confidently meet a wider range of pupils' needs.

The school's arrangements for safeguarding meet requirements and give no serious cause for concern. However, leaders do not always communicate child protection procedures to all staff effectively.

Learning environment: Adequate

The school promotes equality and respect well. Leaders ensure that all pupils have equal access to the school curriculum and additional learning experiences, including residential trips. There is sound provision to enable pupils to understand and appreciate diversity in society. Leaders maintain most parts of the school building appropriately within budgetary constraints. Many classrooms and learning areas are attractive and spacious. Around the school, a range of colourful displays support pupils' learning effectively and celebrate pupils' achievements well. Pupils have access to a range of relevant learning resources for most subject areas. However, the school does not have sufficient ICT resources to support pupils' digital learning effectively in the Foundation Phase.

The school is beginning to develop its outdoor learning environment appropriately. For example, in Year 1 the mud kitchen provides pupils with worthwhile opportunities to develop their literacy and numeracy skills. However, the use of the outdoors to support all areas of the Foundation Phase curriculum is underdeveloped.

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

Leadership: Good

The headteacher has a clear vision for the school based on sound values and principles. He is committed to ensuring that all pupils attain well and are motivated to learn. Staff, governors, parents and pupils understand and share this vision successfully.

The headteacher, deputy headteacher and four senior members of staff share leadership roles within the school appropriately. They monitor the work of the school regularly and use this information well to bring about improvements in pupils' standards. For example, phase leaders' monitoring has ensured that all teachers plan effectively for implementing the national Literacy and Numeracy Framework, and that marking and pupil feedback are of high quality. The deputy headteacher provides strong leadership for areas of the curriculum such as Welsh and, as a

result, most pupils show pleasure and enjoyment in using Welsh and achieve good standards. The headteacher has a strong focus on making sure that the school supports its most vulnerable pupils well and that their wellbeing is a priority. Generally, members of staff have a good understanding of their roles and responsibilities and they discharge these well and work together successfully. This ensures that pupils are well motivated, enjoy their learning and make good progress.

The headteacher and senior leaders use assessment information well to track pupil progress. The deputy headteacher, for example, has been instrumental in using assessment data to identify pupils in need of additional support and organising early intervention work. Most pupils in intervention programmes make at least good progress in improving their literacy and numeracy skills as a result.

The school responds positively to most local and national priorities. For example, it is implementing the Literacy and Numeracy Framework very well, promotes the Welsh language effectively and is closing the gap in performance for it most vulnerable pupils.

Governors are supportive of the school and are committed to working to ensuring that the school maintains its high standards. However, they do not always have enough information about the school's progress in implementing initiatives to allow them to act as a critical friend.

Improving quality: Adequate

Self-evaluation and planning for improvement are developing satisfactorily. There are appropriate systems to identify what the school does well and what it needs to do to improve. For example, data is analysed thoroughly, and senior leaders monitor pupils' work in their books, observe lessons, speak to pupils and make 'learning walks'. There is a strong focus on monitoring and evaluating pupils' literacy and numeracy skills and Welsh. This has resulted in worthwhile improvements in pupils' standards. However, the school's knowledge about all areas of provision and performance is not always secure and there are inconsistencies in practice in certain areas of its work. Consulting stakeholders such as parents, pupils, staff and governors about what needs to improve and using this information purposefully are at an early stage of development.

The school improvement plan is too brief. The current cycle of self-evaluation and planning for improvement does not allow the school to respond quickly enough to data analysis. The plan has timescales and budget costs, and it indicates personnel responsible for completing actions. However, many targets do not have clear criteria to measure their success. This means that it is difficult for senior leaders to monitor actions in the plan robustly, to ensure that they meet them in a timely fashion or to evaluate the impact of initiatives effectively. Not all staff are aware of the school's improvement priorities or of their responsibility in implementing them.

Partnership working: Good

There are a range of worthwhile partnerships that have a positive effect on pupils' learning and wellbeing. These include partnerships with parents, other schools, specialist support services and the wider community.

The school provides parents and carers with a wide range of information about the curriculum and pupil progress. Parents are involved effectively in their children's learning as a result of innovative, electronic systems. However, communication between the school and parents is inconsistent.

Partnerships between the school and local playgroups and high school are effective in ensuring a smooth transition between school phases. The school is part of a group of local schools that work collaboratively to ensure consistency and accuracy in the levels awarded at the end of key stage 2. As a result, teacher assessments are accurate.

Leaders have taken a lead role in developing training for teachers from other schools, focused on the good practice in planning and data tracking that exists in the school. They have also contributed to the development of key literacy, numeracy and Welsh documents that other local schools are now using.

The school has an effective partnership with a teacher training institution and staff make good use of new ideas and technologies introduced to the school by the students.

Partnerships with the local police officers are effective in developing pupils' attitudes to staying safe, particularly on the internet. A local percussion group develops the music skills of children well through lively class projects and the high quality choir sing in the community. Pupils benefit from an intergenerational project to develop gardening skills. Local businesses contribute financially to improved resources for outdoor learning.

Resource management: Good

The school deploys and manages its staff appropriately. There are a sufficient number of qualified teachers and support staff to teach the curriculum. Teaching assistants support pupils' learning in classes and in intervention groups very well.

The headteacher and governing body carefully manage the school's finances and direct expenditure towards addressing the school's priorities, for example in improving the school's ICT connectivity. However, the school is under resourced for ICT equipment, in the Foundation Phase classes in particular.

The school's performance management system sets appropriate targets for all teaching staff. Targets relate to the priorities in the school improvement plan, although they are not always a major priority. Teachers are beginning to share good practice within key stage 2 and learn well from each other. They also benefit from regular training opportunities linked to areas for school development. Senior leaders have improved their leadership skills through attendance at the regional consortium

working parties and mentoring staff in other schools. There is no formal performance management structure for support staff, but they attend training regularly to improve their skills.

The school uses its pupil deprivation grant effectively to improve outcomes for pupils eligible for free school meals and to narrow the gap in performance with other pupils. For example, it supports these pupils well in developing their literacy and numeracy skills.

In view of the good progress that pupils make, especially in developing their literacy and numeracy skills, the school provides good value for money.

Appendix 1: Commentary on performance data

6782325 - Croesyceiliog Primary School

Number of pupils on roll   473
Pupils eligible for free school meals (FSM) - 3 year average   12.5
FSM band   2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	59	60	57	59
Achieving the Foundation Phase indicator (FPI) (%)	89.8	86.7	91.2	91.5
Benchmark quartile	2	3	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	59	60	57	59
Achieving outcome 5+ (%)	89.8	88.3	94.7	91.5
Benchmark quartile	2	3	2	3
Achieving outcome 6+ (%)	33.9	31.7	29.8	42.4
Benchmark quartile	2	3	3	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	59	60	57	59
Achieving outcome 5+ (%)	89.8	90.0	96.5	94.9
Benchmark quartile	3	3	2	2
Achieving outcome 6+ (%)	30.5	36.7	21.1	39.0
Benchmark quartile	2	2	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	59	60	57	59
Achieving outcome 5+ (%)	98.3	96.7	98.2	96.6
Benchmark quartile	2	3	3	3
Achieving outcome 6+ (%)	49.2	70.0	35.1	86.4
Benchmark quartile	2	1	4	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.

6782325 - Croesyceiliog Primary School

Number of pupils on roll	473
Pupils eligible for free school meals (FSM) - 3 year average	12.5
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	64	62	61	59
Achieving the core subject indicator (CSI) (%)	96.9	90.3	95.1	91.5
Benchmark quartile	1	2	2	3
English				
Number of pupils in cohort	64	62	61	59
Achieving level 4+ (%)	98.4	91.9	100.0	94.9
Benchmark quartile	1	3	1	3
Achieving level 5+ (%)	60.9	54.8	70.5	44.1
Benchmark quartile	1	1	1	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	64	62	61	59
Achieving level 4+ (%)	98.4	91.9	95.1	94.9
Benchmark quartile	1	3	2	3
Achieving level 5+ (%)	70.3	54.8	54.1	52.5
Benchmark quartile	1	1	1	2
Science				
Number of pupils in cohort	64	62	61	59
Achieving level 4+ (%)	100.0	95.2	100.0	100.0
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	59.4	58.1	73.8	59.3
Benchmark quartile	1	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.

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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.	100		99	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	97		89	8		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
			92%	8%		
I know who to talk to if I am worried or upset.	100		95	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			95%	5%		
			97%	3%		
The school teaches me how to keep healthy	99		95	4		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			96%	4%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	98		93	5		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			95%	5%		
			96%	4%		
I am doing well at school	99		95	4		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	100		100	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	100		99	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	100		85	15		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			85%	15%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	99		92	7		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			93%	7%		
			95%	5%		
Other children behave well and I can get my work done.	97		81	16		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			84%	16%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	100		85	15		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			85%	15%		
			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.	82	29 35%	50 61%	2 2%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	81	46 57%	33 41%	1 1%	1 1%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	82	47 57%	33 40%	1 1%	1 1%	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.	81	40 49%	34 42%	6 7%	1 1%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	75	17 23%	49 65%	7 9%	2 3%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	82	34 41%	47 57%	0 0%	1 1%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	81	44 54%	36 44%	0 0%	1 1%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	80	29 36%	43 54%	7 9%	1 1%	2	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	77	29 38%	32 42%	13 17%	3 4%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	78	25 32%	44 56%	6 8%	3 4%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	78	36 46%	38 49%	4 5%	0 0%	3	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	67	29 43%	29 43%	8 12%	1 1%	12	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	81	32 40%	36 44%	11 14%	2 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	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.	78	36 / 46%	33 / 42%	5 / 6%	4 / 5%	2	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.	69	23 / 33%	35 / 51%	8 / 12%	3 / 4%	13	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	78	33 / 42%	43 / 55%	1 / 1%	1 / 1%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	64	21 / 33%	34 / 53%	8 / 12%	1 / 2%	16	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	81	19 / 23%	44 / 54%	13 / 16%	5 / 6%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	81	26 / 32%	41 / 51%	7 / 9%	7 / 9%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Elizabeth Counsell	Reporting Inspector
Nicola Davies	Team Inspector
Bev Jenkins	Team Inspector
Sarah Botterill	Lay Inspector
Alison Price	Peer Inspector
Heather Morgan	Peer Inspector
Simon Bates (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.