Estyn

Rhagoriaeth i bawb ~ Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

Deighton Primary school
Stockton Way
Tredegar
Blaenau Gwent
NP22 3ES
United Kingdom

Date of inspection: June 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 02/09/2015

Context

Deighton Primary School is situated in Tredegar, Blaenau Gwent. Most pupils come from the immediate surrounding area and a large housing estate, Cefn Golau, which is about a mile and a half away from the school. Both are located in designated Communities First areas. There are 170 pupils on roll aged from 3 to 11 years. This number has decreased year on year. Pupils are taught in three single age and three mixed-age classes. There is also a part-time nursery class.

Currently, around 47% of pupils are eligible for free school meals. This figure is well above the national average. Most pupils are of white British ethnicity and none speak Welsh at home. A very few pupils speak English as an additional language. The school has identified around 27% of pupils as having additional learning needs, which is above the national average. A very few pupils have a statement of special educational needs. A very few pupils are looked after by the local authority.

The headteacher has been in post since April 2012, and the deputy headteacher was appointed in April 2013. The school was last inspected in 2011.

The individual school budget per pupil for Deighton Primary School in 2014-2015 means that the budget is £4,181 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £6,278 and the minimum is £3,643. Deighton Primary School is 14th out of the 24 primary schools in Blaenau Gwent 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 is good because:

- By the end of Foundation Phase, many pupils achieve the expected outcome in literacy and most achieve the expected outcome in mathematical development
- By the end of key stage 2, most pupils achieve the expected level in English, mathematics and science
- Pupils eligible for free school meals often make rapid progress from their individual starting points, and achieve as well as their peers
- Nearly all pupils behave well and attend school regularly
- The quality of teaching is good
- Teachers and teaching assistants care for their pupils well, especially those whose circumstances may make them vulnerable

Prospects for improvement

Prospects for improvement are good because:

- The strategic approach taken by the school has significantly improved the achievements of disadvantaged pupils
- The headteacher and senior leaders have a good track record of rapid improvement since the last inspection
- Leaders have high expectations of staff and pupils
- Leaders use data very effectively to inform future priorities for improvement
- The school works effectively within a range of partnerships, which benefit pupils well

Recommendations

R1 Improve further the numeracy skills of pupils in the Foundation Phase and lower key stage 2

R2 Share best practice in teaching across the school to ensure that it is of a consistently high standard

R3 Develop the roles of curriculum leaders for the foundation subjects

R4 Strengthen the role of the governing body in evaluating the impact of spending decisions in improving outcomes for pupils

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

Pupils join the school with skills at or below the expected level. Most pupils make good progress during their time at Deighton Primary School, and leave with standards at and above the expected levels. Pupils with additional learning needs make steady and, on occasions, rapid progress from their individual starting points.

Pupils make good progress with their oracy skills and many quickly become able communicators. In the Foundation Phase, most pupils speak confidently about a wide range of subjects that interest them. By Year 6, most pupils can also use appropriate technical vocabulary well, for example to explain clearly how they will devise a science experiment, to determine which liquids help plants to grow best.

Most pupils develop good reading skills. By Year 2, most pupils make skilful use of the sounds that letters make to read simple unfamiliar words. More able pupils can read fluently, and express their opinions about the text and the author. By Year 6, most pupils read effectively. They have a comprehensive range of strategies to work out unfamiliar words, and can talk knowledgeably about why they enjoy reading particular authors' work. More able pupils can make perceptive inferences and deductions from what they have read, and know that writers select specific words and phrases to create a particular atmosphere.

Nearly all pupils make good progress in their writing skills. By Year 2, many pupils can write simple sentences independently, starting with a capital letter and ending with a full stop. They make phonetically plausible attempts at spelling simple words, and usually form their letters correctly. More able pupils have a good understanding of past and present tenses, and use connectives effectively to extend their sentences. By Year 6, most pupils write effectively in a wide range of fiction and non-fiction genres. They develop a neat, joined handwriting script. They use punctuation correctly and choose language carefully to suit their audience, for example when writing to persuade their headteacher to purchase electronic reading books for the pupils to enjoy. Across the school, pupils make good use of the writing skills that they learn in English lessons and, as a result, they write equally effectively and at length in other subjects.

In mathematics, most pupils make good progress. By Year 2, many pupils have a good understanding of the value of numbers to 100. More able pupils can add and subtract two digit numbers. By Year 6, most pupils can use basic algebra to represent number patterns. They use the four rules of number confidently and use estimates sensibly to check that their answers are reasonable. More able pupils construct and use accurate conversion graphs, for example to convert imperial to decimal measures. They can represent algebraic equations graphically. In the Foundation Phase and lower key stage 2, pupils generally use their numeracy skills appropriately in other subjects. In upper key stage 2 especially, pupils have good numeracy skills, which they use independently to help them to achieve higher

standards. For example in Year 6, pupils identify bias in the results of a scientific investigation, and take valuable account of whether the results of an experiment are reasonable.

Pupils make good progress in developing their Welsh language skills as they move through the school. Most Foundation Phase pupils listen attentively and respond enthusiastically to Welsh games and activities. They answer questions about themselves and familiar topics, such as the weather, confidently. Many Year 2 pupils read words from classroom displays accurately to help them to answer questions. Most key stage 2 pupils build well on this sound foundation. They discuss a wide range of topics, extending their sentences with simple descriptions or explanations, and ask increasingly complex questions. Many read suitable Welsh books confidently, using appropriate expression to engage the listener and to show good understanding of the content. By the end of Year 6, most pupils write at length in a variety of genres. For example, they create play scripts based on familiar fairy tales, read them aloud, and perform the plays confidently for their peers.

At the end of the Foundation Phase, standards over the past three years in literacy and mathematical development at the expected outcome 5 have placed the school in the top 25% when compared with similar schools. At the higher-than-expected levels, pupils' standards have varied and the school has fluctuated between the higher and lower 50%.

At the end of key stage 2, pupils' standards in English at the expected level 4 have improved over recent time, moving the school from the lower 50% to the higher 50%. In mathematics, pupils' standards have improved to place the school in the top 25% for the past two years. At the higher-than-expected levels, pupils' standards have fluctuated in English. However, in mathematics, pupils' standards have placed the school consistently in the higher 50% over the past three years when compared with similar schools.

The performance of pupils eligible for free school meals has improved notably over recent time. At the expected levels, most pupils eligible for free school meals now achieve as well as their peers. Although an increasing proportion of pupils eligible for free school meals achieve the higher-than-expected levels, there remains a gap in the performance at this level compared to their peers.

Wellbeing: Good

Nearly all pupils behave well. They are polite, courteous and attentive during lessons. Most pupils take responsibility for improving their own behaviour. They respond positively to systems to challenge inappropriate behaviour and, as a result, the number of fixed term exclusions has reduced. Most pupils show respect for adults and each other, and work co-operatively together.

Attendance rates have improved steadily over the last four years and place the school in the top 25% when compared with similar schools. There is little variance in the attendance of different groups of pupils, as any gaps between groups have narrowed recently. Most pupils have good attitudes to learning and understand the benefits of attending school regularly and punctually.

Most pupils are keen to contribute to school life. Pupils take a wide range of responsibilities, for example as digital leaders and prefects. The school and eco councils are becoming effective platforms for representing the views of other pupils. They support their peers' wellbeing successfully, for example through the purchase of playground equipment for all pupils to enjoy at break times.

Nearly all pupils feel safe in school, and many pupils understand the benefits of regular exercise and the need for a healthy lifestyle.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Teachers have recently reviewed and adapted the school's curriculum so that it now includes many engaging topics, which pupils enjoy. It meets all statutory requirements and all pupils have access to the full breadth of subjects. All teachers provide a beneficial range of activities to help pupils make good progress. Across the school, teachers plan effective challenges for the more able pupils, who achieve high standards as a result. However, leaders have not yet monitored the new curriculum closely enough to be certain that all pupils develop their skills progressively in a small minority of foundation subjects, such as music and physical education.

There is generally good provision for pupils to learn about personalities, places and buildings that feature prominently in the historical, geographical and cultural development of the area. Exciting opportunities for pupils to learn about local politicians, such as Aneurin Bevan, and successful Welsh sporting, acting and media personalities, have been beneficial in broadening pupils' horizons. The school provides a wide range of innovative extra-curricular activities and residential trips to enhance pupils' learning and develop their experiences and ambitions. A good example of this is the recent visit to Jesus College, Oxford, which successfully raised older pupils' aspirations to study at university when they leave school.

All teachers plan effective and worthwhile activities for pupils to develop and practise their literacy skills across the curriculum. Leaders have devised a broad, carefully thought through range of writing opportunities, which they monitor diligently to ensure that every child receives the provision they need. The school has begun to devise equally coherent provision for pupils to develop their numeracy skills, especially in upper key stage 2.

Nearly all teachers promote Welsh in lessons and informal situations well. The school has an appropriately structured approach to the teaching of Welsh, which ensures that pupils develop a wide vocabulary and increasingly complex sentence patterns as they move through the school.

Most pupils have a growing understanding of sustainability and citizenship. Opportunities such as the link with a falcon-breeding project in Mongolia help pupils to understand how they can make a positive contribution to developing a better world.

Teaching: Good

All teachers have suitably high expectations of what their pupils should achieve. Most have good subject knowledge and ensure that learning proceeds at a good pace. They make effective and innovative use of information and communication technology (ICT) to enhance pupils' learning successfully. Teachers and teaching assistants manage pupils' behaviour well and, as a result, most pupils concentrate well on their tasks. Teaching assistants support individual pupils effectively, for example leading structured phonics sessions well. In most lessons, teachers take good account of what pupils can already do in order to match the learning closely to pupils' individual needs, although very occasionally the activities do not challenge pupils of differing abilities sufficiently well.

Senior teachers have begun to model innovative practice in teaching and learning for their colleagues, for example in using new ICT applications to motivate pupils successfully. This has been effective in improving the quality of teaching across the school.

All teachers mark pupils' work frequently, and provide positive feedback and a commentary about what pupils can do. In upper key stage 2 particularly, pupils provide each other with useful feedback about how to improve their work. In a majority of classes, teachers regularly provide helpful comments to pupils about what they need to do to improve.

All teachers assess pupils' work regularly and accurately, and make good use of the precise tracking data to provide effective interventions whenever progress slows. They provide regular opportunities for parents to discuss their child's progress, and provide appropriate written annual reports.

Care, support and guidance: Good

The school is a caring and supportive community where all staff demonstrate a strong commitment to enhance the wellbeing of all pupils and build aspirations. For example, the school uses the information gained through pupil attitude surveys to inform and adapt its provision successfully. Overall, the school addresses pupils' spiritual, moral, social and cultural development effectively, for example through topic work and acts of collective worship.

There are clear procedures to promote positive behaviour. Attendance has improved greatly due to rigorous systems and routine analysis of attendance data. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school makes appropriate arrangements for promoting healthy eating and drinking, for example through a healthy fruit tuck shop. A wide range of provision enables pupils to understand the benefits of physical fitness.

The school has a beneficial system to identify, track and monitor pupils with additional learning needs. Learning support assistants and teachers implement intervention programmes well and this has a positive impact on pupil attainment. All identified pupils have worthwhile individual education plans, which teachers review regularly with parents and pupils.

A wide range of specialist services provides effective support to individual pupils and their families. This joint working makes a valuable contribution to the progress, health and wellbeing of specific pupils, especially those who may be vulnerable to underachievement.

Learning environment: Good

There is an effective and caring ethos in the school, which promotes a feeling of belonging and respect. All staff provide effective care and guidance for pupils and celebrate individual differences positively. As a result, nearly all pupils feel safe and secure. The school meets the needs of all pupils, including those with disabilities, successfully.

The spacious school grounds and the school accommodation is of good quality and are well maintained. The buildings are clean and secure. Leaders have found innovative ways to develop any spaces inside and out creatively, for example to provide suitable rooms and outdoor areas for small group work. The indoor learning areas include colourful, well-presented displays of pupils' work. There is a beneficial range of quality resources, including effective provision for ICT.

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

Leadership: Good

The headteacher leads the school very effectively. He has shared a clear vision to improve pupils' life chances, and promoted a positive learning environment where everyone is encouraged to develop ambition and to achieve their best. Lines of accountability are clear, and leaders challenge underperformance rigorously. As a result, pupils' standards, attendance and behaviour have all improved significantly since the last inspection.

Senior leaders show good judgement in determining the pace of change and in raising the expectations of teachers and all pupils. Staff work well together as a team. Co-ordinators in the core subjects have a good understanding of the strengths and areas for improvement in their subjects. Recently, the school has developed the role of curriculum leaders. However, it is still too early to see the full impact of this work in ensuring consistency of provision in the foundation subjects.

The school responds appropriately to national and local priorities. There has been particular success in narrowing the gap between outcomes for pupils eligible for free school meals compared with their peers.

Governors are now fully engaged in strategic decision-making, for example in rationalising the school's staffing needs and addressing the school budget deficit purposefully. While governors meet their legal responsibilities in full, they are only beginning to act as a critical friend of the school. Currently, they do not fully evaluate the impact of their spending decisions on improving outcomes for pupils.

Improving quality: Good

The senior management team works closely and effectively with the headteacher to review pupils' outcomes regularly. They rigorously evaluate a wide range of data relating to pupil performance, particularly in literacy, numeracy and science. They undertake a well-structured programme of lesson observations and pupil work scrutiny. As a result, self-evaluation provides an accurate picture of the school's strengths and shortcomings.

Leaders make good use of the information they collect through first-hand monitoring, to inform school improvements effectively. The headteacher holds teachers to account for their pupils' progress through regular progress meetings. As a result, the quality of teaching has improved recently and is generally consistently good; and pupils' outcomes have improved significantly since the last inspection.

The school has made effective use of the recommendations from the last inspection as the basis for school improvement. Governors and staff are actively involved in identifying and agreeing priorities and actions for improvement. The current school improvement plan identifies the correct priorities for the school. Leaders monitor progress against the priorities carefully and take swift action where improvements are not rapid enough.

Partnership working: Good

The school has strong partnerships with parents. Leaders are very committed to supporting this partnership and in reinforcing the positive image parents have of their school. As a result, parents actively support the school's procedures, for example through ensuring that their children attend regularly and arrive punctually.

There is a beneficial partnership with the local secondary school, with the range of activities and the exchange of information supporting effective transition for Year 6 pupils. Links with other local schools support accurate teacher assessment of pupils' standards.

Leaders actively engage in partnerships with others to secure school improvement. For example, a link with a very successful school in a nearby local authority has enabled staff to identify how they can improve their own practice and develop their awareness of how to raise standards further. Similarly, a link with a secondary school in England has led to a successful initiative to improve the quality of teaching across the school.

Visitors to school provide worthwhile opportunities for pupils to learn about the area's industrial, political and social heritage. The school receives valuable support from the Communities First programme, which has helped to improve standards of literacy for older pupils from disadvantaged backgrounds. Partnerships with the local authority and regional consortium are strong. As a result, pupils' standards have improved, the quality of teaching has strengthened and the budget deficit has reduced.

Resource management: Good

The school has sufficient, well-qualified, and experienced teaching and support staff. Leaders deploy staff well. Arrangements for teachers' planning, preparation and assessment time are suitable and cost effective. There are effective arrangements to support newly qualified teachers.

The school uses the Pupil Deprivation Grant very successfully to improve literacy and ICT skills, and to raise aspirations for pupils eligible for free school meals. There are sound arrangements to resource additional support and interventions for pupils who have particular needs.

There is a rigorous and effective system of performance management for teachers and support staff. There are valuable opportunities for all staff to extend their qualifications, and professional skills and knowledge.

The headteacher and governing body manage the budget carefully and competently. Managers control staffing costs prudently. Leaders make sound decisions in order to reduce the school's budget deficit without causing a negative impact on the teaching and learning. However, governors do not currently evaluate the effectiveness of school improvements sufficiently well, in terms of value for money.

Overall, bearing in mind the progress the school has made in reducing the deficit budget, the improvement in standards and the progress of pupils across the school, including those eligible for free school meals, the school gives good value for money.

Appendix 1: Commentary on performance data

6772072 - Deighton Junior and Infants

Number of pupils on roll	210
Pupils eligible for free school meals (FSM) - 3 year average	47.1
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	17	38	31
Achieving the Foundation Phase indicator (FPI) (%)	100.0	86.8	90.3
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	17	38	31
Achieving outcome 5+ (%)	100.0	89.5	90.3
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	29.4	7.9	29.0
Benchmark quartile	1	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	17	38	31
Achieving outcome 5+ (%)	100.0	92.1	93.5
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	17.6	7.9	19.4
Benchmark quartile	2	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	17	38	31
Achieving outcome 5+ (%)	100.0	92.1	96.8
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	29.4	5.3	41.9
Benchmark quartile	2	4	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.

6772072 - Deighton Junior and Infants

Number of pupils on roll   210
Pupils eligible for free school meals (FSM) - 3 year average   47.1
FSM band   5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	36	24	19	32
Achieving the core subject indicator (CSI) (%)	61.1	66.7	89.5	84.4
Benchmark quartile	4	3	1	2
English				
Number of pupils in cohort	36	24	19	32
Achieving level 4+ (%)	66.7	66.7	94.7	84.4
Benchmark quartile	3	4	1	2
Achieving level 5+ (%)	0.0	29.2	57.9	28.1
Benchmark quartile	4	2	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	36	24	19	32
Achieving level 4+ (%)	75.0	83.3	89.5	93.8
Benchmark quartile	3	2	1	1
Achieving level 5+ (%)	0.0	25.0	26.3	31.3
Benchmark quartile	4	2	2	2
Science				
Number of pupils in cohort	36	24	19	32
Achieving level 4+ (%)	63.9	83.3	100.0	96.9
Benchmark quartile	4	2	1	1
Achieving level 5+ (%)	0.0	12.5	42.1	31.3
Benchmark quartile	4	3	1	2

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.	98		98	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	92		88	4		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			96%	4%		
			92%	8%		
I know who to talk to if I am worried or upset.	97		94	3		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
			97%	3%		
The school teaches me how to keep healthy	98		98	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	96		94	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			98%	2%		
			96%	4%		
I am doing well at school	89		87	2		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	98		98	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.	97		95	2		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
			98%	2%		
My homework helps me to understand and improve my work in school.	89		83	6		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			93%	7%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	98		94	4		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			96%	4%		
			95%	5%		
Other children behave well and I can get my work done.	81		63	18		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			78%	22%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	80		66	14		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			82%	18%		
			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.	42	24 / 57%	18 / 43%	0 / 0%	0 / 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	43	29 / 67%	14 / 33%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	43	29 / 67%	14 / 33%	0 / 0%	0 / 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	43	30 / 70%	12 / 28%	1 / 2%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	41	19 / 46%	19 / 46%	3 / 7%	0 / 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	42	28 / 67%	13 / 31%	1 / 2%	0 / 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	43	28 / 65%	15 / 35%	0 / 0%	0 / 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	41	24 / 59%	15 / 37%	2 / 5%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	40	23 / 57%	15 / 38%	2 / 5%	0 / 0%	2	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.	42	26 / 62%	15 / 36%	1 / 2%	0 / 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	42	31 / 74%	11 / 26%	0 / 0%	0 / 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	42	22 / 52%	17 / 40%	3 / 7%	0 / 0%	0	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.	42	26 / 62%	15 / 36%	1 / 2%	0 / 0%	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.	42	28 67%	13 31%	1 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	40	22 55%	17 42%	1 2%	0 0%	2	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.	43	24 56%	19 44%	0 0%	0 0%	0	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.	34	23 68%	10 29%	1 3%	0 0%	5	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.	42	25 60%	17 40%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	42	27 64%	15 36%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Fiona Arnison	Reporting Inspector
Mr Peter Mathias	Team Inspector
Mr Matthew Evans	Lay Inspector
Ms Lisa Greenhalgh	Peer Inspector
Mr Mike Gough (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.